DOCUMENT RESUME

ED 024 729 UD 007 240

Evaluation of the Program Events Facet of the Cultural Enrichment Project: Summary of Project Evaluation (ESEA, Title I).

Detroit Public Schools, Mich. Dept. of Research and Development.

Pub Date Oct 66

Note- 18p.

EDRS Price MF-$0.25 HC-$1.00

Descriptors- Art Activities, Concerts, *Cultural Enrichment, *Cultural Events, Culturally Disadvantaged, Demonstrations (Educational), Drama, *Enrichment Programs, Federal Programs, Field Trips, Opinions, Parochial Schools, Program Costs, Program Effectiveness, Program Evaluation, Public Schools, *Students, Teachers

Identifiers- Detroit, Elementary and Secondary Education Act Title 1, ESEA Title 1, Michigan, Project Cultural Enrichment

A Cultural Enrichment Project (CEP) in the Detroit public and parochial schools reached 100,000 disadvantaged pupils and offered about 50 different program events. This evaluation of CEP is based on ratings by teachers, attendance figures, and a cost per pupil analysis. It was found that all but three of the events received teacher ratings of "high" to "very high." More secondary public school students than public elementary or parochial school students participated in the events. Costs per pupil were very high for the three programs rated highest by teachers. It is noted that an artist who comes from the same milieu as the audience can be more effective than one who may be a superior artist but from a different social class or ethnic background. (NH)

07240 E

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED0 24729

Detroit Public Schools

SUMMARY OF PROJECT EVALUATION (ESEA, TITLE I)

Research and Development October, 1966

Title Evaluation of the Program Events Facet of the Cultural Enrichment Project

Purpose To evaluate project's effectiveness in supplying, during the school year 1965-66, culturally enriching experiences to public and parochial school youth living in areas of social and economic deprivation.

Investigators The Research and Development Department, Project Evaluation Section.

Subjects 100,000 pupils of the 226,000 pupils attending public and parochial schools in the project areas.

Procedures About 50 different program events--musical concerts, dramatic presentations, artist demonstrations, trips, and special ability classes--were presented to the pupils. Each teacher accompanying pupils to each event rated the program in terms of educational value, of entertainment value, and of pupil interest. Each teacher also rated a recommendation that the program be repeated.

Analysis The mean of all ratings by teachers viewing each event was computed for each evaluative criterion, and a composite rating was computed for each event. Attendance figures were tabulated according to the school levels of public school pupils and for all parochial school pupils. The cost per pupil of each program event was estimated by dividing costs reported by the Special Projects office by the estimated number of pupils participating.

Findings

1. Teachers rated all but 3 of the program events as having "high" to "very high" values. None of the means of teachers' ratings was below "average."

2. Analysis of attendance figures showed that approximately 93,000 public school and 7,000 parochial school pupils participated in program events. Participation was proportionately higher among public secondary school pupils than among public elementary or parochial school pupils.

3. Analysis of pupil cost figures showed that the costs were very high for three of the programs which had high teacher ratings.

Conclusions The data indicate that viewing teachers considered almost all of the program events to be culturally enriching.

Pupil participation and cost figures indicate the need for more efficient scheduling of program events so that more pupils can participate. There is also a need for involvement of more public elementary and parochial school pupils.

UD 007 240

EVALUATION OF THE PROGRAM EVENTS FACET OF THE CULTURAL ENRICHMENT PROJECT*

The Problem of Cultural Deprivation

Typical of the contrasts found within the inner city of Detroit are those of affluence and poverty and of culture and cultural deprivation. The center-city area of about 16 square miles encompasses some of the most valuable property in the city and the most dilapidated slums. The area contains the cultural center of the city--a state university, museums, the main branch of the public library, concert halls and auditoriums, and legitimate theaters--and a population that is relatively untouched by the cultural offerings. The poor cannot or do not take great advantage of the opportunities at their doorsteps. In the midst of plenty, there is cultural, as well as economic, poverty. One of the great challenges of education in the inner city is that of providing the opportunities and creating the desire for children to have culturally enriching experiences.

The Cultural Enrichment Project

The Cultural Enrichment Project was conceived as a program to bring to the 73,000 pupils at 59 public schools in the most economically deprived school communities a variety of experiences in the Fine Arts, and to bring to the 36,000 parochial school pupils and to the 126,000 pupils in 119 other public schools in areas of economic deprivation some of the culturally enriching experiences more readily available to children in neighborhoods of higher socio-economic status. The program, as conceived and carried out, brought to the children in their school settings a series of program events, including musical concerts, artist demonstrations, and plays by professional theater troupes. Also included under the program events facet of the project were the bussing of pupils to places of cultural interest and to programs which could be presented better elsewhere than in the schools, and the provisions of free tickets to programs in concert halls. Other facets of the project, not included in this evaluative report, consisted of the production and presentation of a series of television programs on literature and the conduct of a large number of after-school classes which provided for children's active participation in the arts.

The Operation of the Project

The Cultural Enrichment Program was funded for the school year 1965-66 and for the summer of 1966 through a grant under the Elementary and Secondary School Act, Title I. A directing committee was set up to establish policies, select programs and artists, and to coordinate the program in the public and parochial schools. Staff, including a coordinator charged with the administration of the program, was obtained, chiefly through the reassignment of Detroit Public Schools personnel. Contracts for performances were made with artists and organizations which were to produce the individual program events. The Research and Development Department of the Detroit Public Schools was assigned the responsibility of evaluating both the processes by which the program was carried out and the product of the program.

The remainder of this report deals with the evaluation of that facet of the Cultural Enrichment Program which provided the individual program events offered to the pupils.

---

*Funded under the Elementary and Secondary Education Act, Title I.

The Evaluation Plan

The evaluation of a multi-faceted project such as the Program Events portion of the Cultural Enrichment Project (CEP), which involves pupils' exposure to and participation in culturally enriching experiences, cannot be based on a rigid research model. The evaluation of this project is, rather, based on examination of three criterion variables: (1) the number and variety of the experiences made available to pupils, (2) the numbers of pupils exposed to these experiences, and (3) the cultural values of the experiences. The discussion which follows deals with the extent to which the CEP meets its general objective of providing pupils in culturally, socially, and economically deprived areas with experiences which are culturally enriching.

Kinds of Program Events Provided

Experiences provided in the Program Events portion of the CEP fall into five general categories:

1. Musical events presented in the schools by individuals and by groups of performers, and musical events presented in concert halls for which free tickets were provided to pupils.

2. Artist demonstrations in which a commentator explained the processes by which a painter or sculptor created a picture or clay model in front of an audience.

3. Dramatic events, including plays by professional actors.

4. Trips to art institutes, museums, educational institutions, and zoos.

5. "Conversations in the Arts," after-school classes, offered to selected pupils at centralized locations.

Some 50 different programs of these types were presented. The list of the different program events is shown in the table on pages 8 and 9 of this report.

The Numbers of Pupils Participating

Table I of pages 8 and 9 identifies the more than 50 different events and shows the numbers of public school pupils at each school level and the numbers of parochial school pupils at all grade levels who participated in each of the events. The totals from that table, along with the percents of the CEP area school populations which participated in the program events, are as follows:

School Level	No. of Pupils Participating	School Enrollment	Percent of Pupils Participating
Elementary	33,709	119,400	28
Junior High	27,435	31,500	87
Senior High	32,175	29,800	108
Parochial	7,088	35,700	20
Total	100,407	216,400	46

Product Evaluation

Values of the Program Events

There are two ways of evaluating the quality of each program. One is through inspection of the content of the program itself and of the quality of the artist presenting it. This type of evaluation was made by the CEP Advisory Committee prior to contracting for the services of the artists.

The other method of obtaining evaluation of program quality is through the appraisals of qualified observers at each program event. For the purpose of obtaining data for this type of evaluation, each teacher who accompanied a group to an event was asked to rate the event on each of four criteria: educational value, entertainment value, pupils' interest during the program, and the strength of his recommendation that the same program be repeated with other groups of pupils. A five-point rating scale was used, with "1" representing the lowest or negative value, and "5" the highest positive value. The mean of the ratings given each criterion by all the teachers viewing each program and a composite mean of the ratings given all 4 criteria, were computed. The means of these ratings and the numbers of schools and pupils involved in each event are shown in the table on pages 8 and 9. (See the appended copy of appraisal form.)

Observations and Recommendations Based on Findings

1. The program events have provided public secondary school pupils with an average of about one exposure per pupil to a culturally enriching event. The exposure of elementary and parochial school pupils is about one quarter that of the public secondary school pupils. Only 44 percent of the pupil population in the Project Area schools has had exposure to these programs. Even this percentage figure is misleadingly high because it is based on multiple counts of some pupils who may have had from two to seven exposures to program events.

   On the basis of these observations it is recommended that more pupil participation, especially for public elementary school and parochial school pupils, be provided by

   a. offering more programs suited to elementary school pupils,
   b. establishing better communications between public and parochial schools with respect to attendance at the programs,
   c. persuading more principals to participate in the program offerings,
   d. arranging for bussing pupils from schools having inadequate facilities to central locations where the different programs may be presented, and
   e. scheduling at least one program event for each of the Project Area schools.

2. The impact of the remark "Look, they've got one of us 'cats' for conductor" and the wild applause accompanying the entry of Henry Lewis as conductor of the Detroit Symphony Orchestra was probably of more significance than the 4.9 rating given by 26 teachers. A less-than-superior artist who has risen from the cultural milieu of the audience can be more effective than the superior artist from a different background. The cultural effect of Josephine Love on an audience of deprived youth may be greater than that of the Shaw Chorale. Idealistically, each performance should be judged on its own merits; practically, empathy may be as important as or more important than artistry.

3. Teachers' appraisals of the different events were very favorable. The Composite ratings of the values of the events were, with the exceptions of 3 events, between "high" and "very high." The most highly rated programs, for which an adequate number of appraisals were received, were those with a composite rating of "4.9." These are

The Brass Ensemble from the Detroit Symphony Orchestra
The Detroit Symphony Orchestra
(presentations in the schools or at the Ford Auditorium)
The Detroit Public Schools Folk Dance Festival
Artist demonstrations by McGee and by Mindener
Proctor's Puppets

Following closely in value, as represented by teachers' composite ratings of "4.8" and "4.7" are

The Ashby Trio
The String Ensembles from the Detroit Symphony Orchestra
The Shaw Chorale, an outside concert
The W. Warfield Concert, an outside concert
The ballet presentations of Kipling's "Just-So Stories"
The Milan Theater Group's Presentations of "The Man Who Married a Dumb Wife"
The light operetta "The Old Maid and the Thief"
The light operetta "Young Tom Edison"
Visits to Cranbrook Academy

It is recommended that in the absence of other contra indicative data, these programs receive high priority in the plans for the CEP for the coming year.

4. Programs given ratings from "4.3" through "4.6" were appraised by the teachers as having "high" educational and interest values. These programs are

K. Britten
Woodwind Ensemble
All City Honors Concert
J. Walters Concert
Artist demonstrations by
Bostic
Brackett
Graves
Quinlan
Wald
Trips to
Children's Museum
Greenfield Village
Historical Museum
Program "Were You There"
"Conversations" program on books

5. The numbers of reports made on some other program events are inadequate to supply valid appraisals of these programs. This observation is especially true of any program rated "5.0" by a single observer, in some cases the sponsor of the program he rated. Among such programs are

The Northeastern High School Concert
The High School Chorale Festival
Trips to the Art Museum and the Zoo
"Conversations" classes in
French Art
Michigan History
Folk Art
Art Appreciation
Sculpture, Painting, and Design

Of equally doubtful value are the ratings on 3 program events receiving ratings between "3.0" and "4.0." Whether these comparatively poor ratings were due to the fact that the artist lacked experience before school-aged audiences (each of these programs was offered only once), to the intrinsic lack of merit of the program itself, or to a bias of the rating teacher is not known. The programs receiving the lowest ratings were

Musical programs by Clark
Artist demonstration by Owens
"Conversations" class in "Appreciating Symphonic Music"

On the basis of the above mentioned facts, it is recommended that further evaluative data be obtained before a decision be made regarding the retention of these programs in the CEP. It is, however, the opinion of the evaluator that the two school-produced programs, the Northeastern High School Concert and the High School Choral Festival, offer such unique opportunities for both active and passive participation by pupils that they, or similar programs, should be retained in the project, and that more programs of this type should be offered.

6. Certain programs received composite ratings of "4.0" through "4.2." While these are "high" ratings, they are relatively low in comparison with those given other program events. These programs are

The Kallas Trio
Recitals by Josephine Love
Artist demonstration by Gillerman
Visits to the Wayne State University Community Arts Center
"Conversations" class in "Literature"
Miscellaneous trips

The continuance of these programs is given qualified recommendation, with the suggestion that their strengths and weaknesses be studied with the purpose of increasing their value to pupils.

7. Other recommendations, based on an analysis of the program offerings rather than on the evaluative data, are

a. that inner-city school children have the opportunity to find meaningful cultural enrichment through trips to farms having domestic animals
b. that the CEP program be expanded to include more program events of a literary nature. The "Poetry Circuit" program planned for the year 1966-67 is a step in the recommended direction.

c. that CEP funds be used to set up exhibits of pupil work produced under the aegis of the CEP after-school program. (A combination of an arts and crafts exhibit with musical, dance, and/or dramatic programs presented by inner-city pupils could serve to raise self concepts, show the public some of the products of ESEA Title I, funds, and provide enriching experiences for both pupils and adults.)

8. It might be noted that a study of the effectiveness of another project, the Tri-Area Integration Project, involving about 50 schools in the Mackenzie, Mumford, and Pershing constellations, investigated the effectiveness of various extra services in meeting the objectives of the project. The responses of teachers and administrators in these schools rated the teacher aides and cultural enrichment experiences as being the greatest contributors to the objectives of maintaining the integrated character of the neighborhood, supplying high quality education, providing additional learning experiences, and developing harmonious school-community relationships. In the same study over 50 percent of presidents of school organizations and of lay members of the Tri-Area Integration Project school committees said that the CEP was of great or very great importance in providing educational opportunities for pupils.

TABLE I

Means of Ratings Given by Teachers and Numbers of Pupils and Schools Participating in Cultural Enrichment Project Program Events

Event	Means of Teachers' Ratings*					No. of Schools	Number of Pupils				
	Educ. Value	Enter. Value	Pupil Interest	Recom. Repeat	Com-posite		El.	JHS	SHS	Paroch	Total
Musical Events											
Ashby Trio	4.5	5.0	4.4	5.0	4.7	8	1702	223	1800	590	4315
Brass Ensemble	5.0	4.9	4.9	5.0	4.9	17	3696	555	850	41	5142
K. Britten	4.3	4.4	4.2	4.4	4.3	9	335	1688	550		2573
R. Clark	3.0	3.0	3.0	3.0	3.0	1			400		400
Det. Sym. Orch.	4.9	4.9	4.8	5.0	4.9	26	4478	3295	5342	834	13949
Kallas Trio	3.0	5.0	5.0	3.5	4.1	1	315				315
J. Love	4.3	4.0	3.9	4.2	4.1	19	2692	771			3463
String Ensemble	4.9	4.6	4.7	5.0	4.8	30	3128	1035		2342	6505
Woodwind Ens.	4.7	4.4	4.5	4.8	4.6	25	3718	1787	250	947	6702
Total						136	20064	9354	9192	4754	43364
Concerts											
Det. Sym. Orch.	5.0	5.0	4.9	4.8	4.9	7		13	44		57
Folk Dance Fest.	4.6	4.9	5.0	5.0	4.9	5	332		25		357
All-City Honors	5.0	4.0	4.5	5.0	4.6	2			169		169
Jewell Chorale	4.8	3.8	4.0	4.5	4.3	5		2	94		96
NEHS Concert	5.0	5.0	5.0	5.0	5.0	1			870		870
HS Choral Fest.	5.0	5.0	5.0	5.0	5.0	1			54		54
Shaw Chorale	5.0	5.0	4.7	4.7	4.8	3			24	25	49
J. Walters	4.6	4.2	4.0	4.8	4.4	10		26	39		65
W. Warfield	4.8	4.7	4.5	5.0	4.7	6			62		62
Total						36	332	41	1381	25	1779
Artist Demonstrat.											
Bostic	5.0	4.0	4.0	5.0	4.5	1			120		120
Brackett	4.7	4.6	4.6	4.9	4.6	7		905	400	394	1699
Gillerman	4.2	3.5	4.2	4.8	4.2	4		1399	450		1849
Graves	4.5	4.2	4.6	4.8	4.5	9	596	415		46	1057
McGee	5.0	4.6	5.0	5.0	4.9	5		510	700		1210
Mindener	5.0	4.6	5.0	5.0	4.9	5		432	386		818
Owens	3.0	3.0	3.0	3.0	3.0	1		400			400
Quinlan	4.5	3.5	4.5	5.0	4.6	2		177		250	427
Wald	5.0	3.7	4.7	5.0	4.6	3			620	300	920
Total						37	596	4238	2676	990	8500

(Continued)

TABLE I (continued)

Means of Ratings Given by Teachers and Numbers of Pupils and Schools
Participating in Cultural Enrichment Project Program Events

Event	Means of Teachers' Ratings*					No. of Schools	Number of Pupils				
	Educ. Value	Enter. Value	Pupil Interest	Recom. Repeat	Com-posite		El.	JHS	SHS	Paroch	Total
Drama											
Just-So Stories	4.4	4.7	4.8	4.8	4.7	105	7969			392	8361
Man Who Married	4.3	4.8	4.8	4.8	4.7	31		12686	12273	85	25044
Old Maid & Thief	4.7	5.0	4.7	4.9	4.8	7			6054		6054
Proctor's Puppets	4.8	5.0	4.9	5.0	4.9	25	3204	500		739	4443
Young Tom Edison	4.6	4.9	4.6	4.7	4.7	7	313				313
Total						175	11486	13186	18327	1216	44215
Trips											
Art Institute	5.0	5.0	5.0	5.0	5.0	2	30	24			54
Child. Museum	5.0	3.0	5.0	5.0	4.5	1		23			23
Cranbrook	4.8	4.3	4.8	4.9	4.7	8	141	112		30	283
Greenfield Vill.	4.7	3.8	4.7	4.8	4.5	6	162	68	115		345
Historical Mus.	4.8	4.0	4.6	4.8	4.6	5	121	73			194
WSU Comm.Art Cent	4.6	3.5	4.1	4.2	4.1	18	326	204			530
Zoo	5.0	5.0	5.0	5.0	5.0	3	311				311
Miscellaneous	4.6	3.5	4.4	4.8	4.3	7	100	112	130	49	391
"Were You There"	4.8	4.2	4.2	4.6	4.6	5	40		73		113
Total						55	1231	616	318	79	2244
"Conversations"											
French Art	5.0	5.0	5.0	5.0	5.0	1			33		33
Mich. History	5.0	5.0	5.0	5.0	5.0	1			90		90
Folk Art	5.0	5.0	5.0	5.0	5.0	1			38		38
Art Apprec.	5.0	5.0	5.0	5.0	5.0	1			35		35
Books	5.0	3.0	5.0	5.0	4.5	2			29	8	37
Sculp.Paint,Des.	5.0	5.0	5.0	5.0	5.0	2			32	12	44
Literature	5.0	3.0	4.0	5.0	4.2	2			18	4	22
Symph. Music	4.0	3.0	4.0		3.7	1			6		6
Total						11			281	24	305
Grand Total							33709	27435	32175	7088	100407

*Ratings are made on a 5-point scale, with "1" being "very low" and "5," "very high" value.

September, 1966

Process Evaluation

The preceding account of teachers' appraisals of individual program events sponsored by the Cultural Enrichment Project attests to both the magnitude and the excellence of this phase of the project. The paucity of negative criticism on the report forms shows that the programs were well received by both staff members and pupils. Both the selection of the program events and the administering of this phase of the program has, on the whole, been successful, as is shown in Table I on pages 8 and 9.

There are, however, certain additional data contained in Tables II and III of this report (see page 11) that should be carefully scrutinized before plans are made for next year. The Process Evaluation which follows deals with three phases: (1) the scope of evaluation, (2) the distribution of program events, and (3) the participation by parochial schools. Suggestions are made, even though the data on which they are based are admittedly incomplete.

Scope of Evaluation

The scope of evaluation is limited in that it does not get reactions directly from pupils. Teachers' judgments and impressions are valuable, but they are not necessarily a reflection of pupils' values. Furthermore, the evaluations and reports of pupil attendance are incomplete. Reports have been received from about 90 percent of the schools participating in all individual program events. While this is a high percentage of returns, some method should be derived for obtaining reports from all teachers accompanying pupils to program events. The appraisal forms must be revised to include a statement of numbers of pupils from other public and parochial schools, as well as the numbers from the host school.

Continuing evaluation was such that, while the programs were being presented, teachers' criticisms and auggestions for improvement of individual program events were transmitted to the supervisors of the different types of events. Subsequent conferences with the artists resulted in improvements in their programs. Likewise, the evaluator's recommendations to the project coordinator and to the directing committee resulted in some changes in operational procedures and in amelioration of some of the inequities of distribution of programs.

Distribution of Program Events in Public Schools

Inspection of Tables II and III (on page 11) reveals different types of difficulties in distribution of program events. Among the 137 elementary, 24 junior high, and 15 senior high schools listed as being project schools, 48 elementary, 4 junior high, and 3 senior high schools did not report any participation in major program events; 45, 3, and 2 schools in these categories did not report any participation whatsoever by their pupils. On the other hand, 15 elementary, 11 junior high, and 8 senior high schools reported participation in 4 to 7 major events. In terms of ratios of participating pupils to school enrollments, the elementary schools' ratio was under .21 for 83 schools and over .80 for 12 schools; among the junior high schools, the ratio was under .21 for 4 schools and over .80 for 10 schools; among the senior high schools, the ratio was under .21 for 4 schools and over .80 for 5 schools.

Table II

Frequencies with Which Schools Reported Participation of Thirty or More Pupils in Program Events of the Cultural Enrichment Project

No. of Events	Number of Schools Reporting Participation				
	Elem.	Junior High	Senior High	Parochial	Total
0	48	4	3		55
1	41	3	1	20	65
2	17	3	2	1	23
3	16	3	1	3	23
4	11	2	3	1	17
5	1	7	3		11
6	3	2			5
7			2	1	3
Total	137	24	15	26	202

Table III

Ratios of Pupils Participating in Program Events of the Cultural Enrichment Project to Total School Enrollments*

Ratio Interval in Percents	Number of Schools Reporting Participation				
	Elem.	Junior High	Senior High	Parochial	Total
0 %	45	3	2		50
1-10	18		1		19
11-20	20	1	1		22
21-30	6	1			7
31-40	9	2			11
41-50	5		1		6
51-60	10	2			12
61-70	5	2	3		10
71-80	2	1			3
81-90	7		1		8
91-100	1	3	1		5
Over 100	4	7	3		14
Unknown	5	2	2	26	35
Total	137	24	15	26	202

*For the purpose of this analysis the total enrollment was that printed in Detroit Public Schools Directory, 1965-66.

These figures and other related information point out several planning needs:

1. Presentation of more program events for the younger pupils.

2. Persuasion of more principals to request program events.

3. Provision for pupils in schools which lack adequate facilities, to participate in program events offered in buildings having better facilities.

In conjunction with the fact that a large number of project schools participated to only a slight degree in program events, it might be noted that teachers' evaluation reports indicated participation by non-project schools in program events as follows:

Program Event	No. of Schools	No. of Pupils
K. Britten	1	155
String Ensemble	1	173
Artist Demonstration	1	177
"Just-So Stories"	24	1650
"Old Maid and the Thief"	1	1600
"Man Who Married a Dumb Wife"	11	7143
Proctor's Puppets	2	387

The principal cost of the program "Just-So Stories" was that of transporting pupils to the program. While 1650 pupils in non-project schools were bussed to this program, the transportation cost of these pupils was not charged to the project. The play "The Man Who Married a Dumb Wife" was produced in all non-project schools to fill open production dates caused by the inadequate facilities in project schools.

Participation of Non-Public Schools

Tabulations of teacher evaluation reports indicate that about 7000 non-public school children attended individual program events, including trips, concerts outside school buildings, and performances given in either public or parochial school buildings. This figure is approximately 7 percent of the total number of public participants. Furthermore, among the 68 listed parochial project schools, only 19 schools reported pupil participation, although reports of pupil participation were received from 6 parochial schools which were not listed as project schools. Written comments emanating from some of the public schools indicate that, although 20 percent of the auditorium seating capacity had been reserved for non-public schools pupils, the seats thus reserved were not used.

These facts elicit the following comments and suggestions:

1. There is need for a better method of communication, both in the issuance and acceptance of invitations, for parochial school pupils to attend events in public school buildings.

2. More program events might well be scheduled in parochial schools having adequate facilities for their presentation. While it is not practical to present a symphony orchestra or a play in a school without an auditorium, there are other program events which could be offered in large classrooms or gymnasiums.

3. A comparison of teacher appraisal reports received with the program events schedule for parochial schools reveals the fact that no appraisal and attendance report was received for 7 of the scheduled events. As with the public schools, efforts should be made to obtain reports from all the adults accompanying pupils to program events.

4. If the non-public schools wish to participate in CEP program events, some of the responsibility of obtaining wider participation from more schools rests with the parochial schools themselves, as well as with the project coordinator.

Cost Analysis

Costs as Related to Benefits Reported

The report has shown thus far that teachers rated almost all of the program events as having high education, entertainment, and interest values, and strongly recommended that they be repeated. These recommendations were made without consideration of the costs of the events. However, cost--both total and per pupil--should be considered in the evaluation of the program of the past year and in the planning for the present year. The discussion which follows deals with the cost of each program event.

Table IV gives, for each program event, the estimated numbers of participating pupils (allowing for participants not included in teacher appraisal reports), the total cost of the event (as reported by the Special Projects office and adjusted to include the estimated cost of bussing project pupils), and the estimated cost per participating pupil. The costs included in this table do not include administrative and overhead costs for the entire CEP. The composite ratings given by teachers (see Table I) are included in Table IV so that the estimated cost per pupil may be compared with the teachers' appraisal of the value of each program event.

TABLE IV

Cost and Appraisal Data on Individual Project Events
of the Cultural Enrichment Project

Program Event	Composite Teachers' Rating	Estimated No. of Pupils Participating	Total Cost of Events	Estimated Cost Per Pupil
Musical Events				
Ashby Trio	4.7	4,745	$ 1,500	$ .32
Brass Ensemble	4.9	5,655	3,000	.53
Kay Britten	4.3	2,830	300	.11
R. Clark	3.0	440	30	.07
Detroit Symphony Orchestra	4.9	15,175	90,000	5.90
Kallas Trio	4.1	345	65	.19
Josephine Love	4.1	3,810	690	.18
String Ensemble	4.8	7,155	3,125	.44
Woodwind Ensemble	4.6	7,370	4,680	.63
Concerts				
Detroit Symphony Concert	4.9	120	180[a]	1.50
Folk Dance Festival	4.9	332	---[b]	
All City Honors Choir	4.6	29	---[b]	
Jewell Chorale	4.3	300	300[a]	1.00
NE High School Concert	5.0	870	---[b]	
High School Choral Festival	5.0	54	---[b]	
Shaw Chorale	4.8	150	300[a]	2.00
Walters Concert	3.8	100	150[a]	1.50
Warfield Concert		150	150[a]	1.00
Artist Demonstrations				
Bostic and Commentator	4.5	130	75	.57
Brackett and Commentator	4.6	1,870	450	.24
Gillerman and Commentator	4.2	2,035	300	.15
Graves and Commentator	4.5	1,165	550	.47
McGee and Commentator	4.9	1,330	375	.28
Mindener and Commentator	4.9	910	300	.33
Owen and Commentator	3.0	440	75	.17
Quinlan and Commentator	4.6	470	225	.48
Wald and Commentator	4.6	1,010	300	.30
Drama				
"Just-So Stories"	4.7	11,804	8,858[c]	.75
Milan Theater Productions	4.7	27,550	171,988[d]	6.25
"Old Maid and The Thief"	4.8	6,660	3,250	.49
Proctor's Puppets	4.9	4,890	425	.09
"Young Tom Edison"	4.7	345	493[c]	1.43

TABLE IV (Continued)

Cost and Appraisal Data on Individual Project Events
of the Cultural Enrichment Project

Program Event	Composite Teachers' Ratings	Estimated No. of Pupils Participating	Total Cost of Events	Estimated Cost Per Pupil
Trips				
Art Instutute	5.0	60	$ 33[c]	$ .55
Children's Museum	4.5	25	35[c]	1.40
Cranbrook	4.7	310	400[c]	1.30
Greenfield Village	4.5	380	300[c]	.79
Historical Museum	4.6	215	175[c]	.81
WSU Community Arts Building	4.1	585	315[c]	.54
Detroit Zoological Garden	5.0	340	135[c]	.40
Miscellaneous	4.3	430	245[c]	.57
Conversations Programs (12 programs for 30 pupils each, 6 sessions each program)		360	10,000 (140 per session)	28.00 (4.68 per session)
French Art	5.0			
Michigan History	5.0			
Folk Art	5.0			
Art Appreciation	5.0			
Books	4.5			
Sculpture, Painting and Design	5.0			
Literature	4.2			
Symphonic Music	3.7			
Miscellaneous				
"Were You There"	4.6	175	87.50[a]	.50

[a]Accurate data on attendance at these programs are not available. Since some pupils did not use the tickets they were given, the per-pupil costs are higher than the reported estimated costs, which correspond to prices paid for tickets.

[b]These events were not charged to the Cultural Enrichment Project.

[c]Total cost includes estimated bussing cost for transporting project school pupils.

[d]Total cost does not include the cost of equipment to which the Board of Education retains title.

Costs as Related to Other Factors

Analyses of costs per pupil reveal that some of the costs are high--higher in some cases than the cost of sending pupils directly to plays and concerts presented in commercial theaters and concert halls. On the basis of cost alone, it would be advisable to purchase and distribute to the pupils free tickets to plays and concerts. There are, however, other considerations besides those of cost. Some of these considerations are listed below.

1. If the large majority of pupils is to be exposed to a culturally enriching experience, the experience must be brought to the pupils in school during the school day.

    a. Experience has shown that many free tickets are not used, even though the recipients are carefully selected and have requested the tickets.

    b. The lateness of the hour and the location of the presentation of plays and concerts makes it inadvisable to give tickets for evening performances to any but the older and more mature high school pupils.

    c. The voluntary aspect of using a free ticket, weakens the whole CEP program. Many pupils who live in the inner city do not have the cultural perceptions which would make them want to give up their leisure occupations to go to a concert or play. These perceptions must be inculcated in the school.

    d. Tickets to symphonic concerts and to good plays are often at a premium. For example, almost all seats to concerts by the symphony orchestra are sold to season ticket holders and sponsors of the orchestra.

2. Concerts and plays offered for the general public are attuned to a more sophisticated audience than school pupils. The development of perceptions and appreciations must have explanation to accompany the event. Therein lies their educational value.

3. Certain types of programs, especially those for elementary school children, require an intimate setting. Questions and group discussions cannot be efficiently handled in a large auditorium.

Recommendations Related to Costs

With these and other considerations in mind, the following recommendations are made:

1. Since the pupil costs of the touring theater group ($6.25 per pupil) and the symphony orchestra ($5.90 per pupil) are high, the values of these programs should be reappraised in terms of the objectives of the project. It if is decided to retain them in the CEP, effort should be made to reduce the pupil cost by more efficient use of existing facilities. Suggested are

a. The scheduling of the programs in the auditoriums of high schools, with pupils bussed from their own schools. Under this plan, no rental would be paid for the use of auditoriums, and pupils in nearby schools could walk from their schools.

b. Establishing and abiding by a firm rule that schools invited to send pupils to view a program accept or reject the invitation within a specified period of time. If the invitation is rejected, another school could be invited to participate. If the invitation is accepted but pupils are not sent to the program, the defaulting school would be considered as having participated, thus reducing its quota of events.

2. The costs of the "Conversations" programs per pupil per session are high. Seventy-two sessions conducted at a cost of $10,000, means that each session costs about $140. (Public school teachers receive less than $6.00 per hour for teaching in evening schools, and consultants' fees are from $50 to $100 per day.) A reappraisal of this series of program events is recommended to determine its values in terms of pupil benefits. It is possible that equal benefits might be derived at a smaller cost by the use of competent staff members from the schools or the universities in Detroit.

Conclusion

The product evaluation of the CEP has shown that the directing committee and the viewing teachers consider that the program events offered by the CEP have high educational and entertainment values and that they held pupils' interests. Lacking in the product evaluation are data on pupils' reactions to the program events. (This weakness should be corrected in the evaluation of the 1966-67 project.)

The process evaluation shows the need for more accurate and complete reporting of pupil participation in each event, the need for better coordination of public and parochial school planning and attendance at program events, the need for more programs for elementary school children, and the need for more efficient scheduling of high cost programs (perhaps in large auditoriums in the schools) so that wider pupil participation may be obtained at relatively small increases in the total costs.

Considering the Gargantuan task of coordinating the activities in a developing program, of dealing with performers, school people, the directing committee, and the coordinators of programs--the administration of the entire CEP has been remarkably efficient. There is, however, room for improvement in the quality of some of the program events and in the administration of the program as a whole. It is expected that, with the experience gained in 1965-66 with more time for planning, and with improved coordination among the CEP and other ESEA, Title I, projects, the program will be improved considerably in 1966-67.

It still remains to be determined what long-range effects the program will have on pupils' attitudes and behaviors.

CULTURAL ENRICHMENT PROJECT

Detroit Public Schools, 1965-66

APPRAISAL OF PROGRAM EVENT

This form is to be filled out for each individual program presented to pupils and for trips made by pupils under the sponsorship of the Cultural Enrichment Project. (A different appraisal form will be used for continuing programs such as after-school special ability classes and television literature programs.) This appraisal form should be completed and returned the day after each program was presented.

---

1. Date of program or trip _____ Presented at _____

2. Descriptive name of program (be specific) _____

3. Presented by _____

4. Grades and numbers of pupils involved

Grade	No. of Pupils	Grade	No. of Pupils	Grade	No. of Pupils
___	___	___	___	___	___
___	___	___	___	___	___
___	___	___	___	___	___

Appraisal of program (Circle the number on the scale which represents your estimate of the program, using "1" for lowest or negative value, "5" for highest positive value.)

	Very Low				Very High
5. Educational value	1	2	3	4	5
6. Entertainment value	1	2	3	4	5
7. Pupil interest	1	2	3	4	5
8. How strongly would you recommend that this program be repeated for another school?	1	2	3	4	5

9. Comments (Please be frank in telling difficulties encountered, value derived, suggestions for improvement, etc.) _____

_____

_____

(continue on back of this sheet)

10. Person making appraisal _____
Position _____ School _____

Send this completed appraisal form to the Educational Research Department Room 862, Schools Center.